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ABSTRACT

Designed to assist local education agencies (LEAs) in conducting annual program reviews, the handbook focuses on evaluating Individualized Education Programs (IEPs) for handicapped children. An annual review meeting guide discusses purposes and procedures of the review. The second section provides a background on the planning-evaluation process, ideas for pre-meeting activities, a step by step analysis of the meeting itself, and ideas for followup and evaluation of the entire process. Among four appendixes are examples of IEP review questions. (CL)

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CONDUCTING THE
ANNUAL PROGRAM REVIEW:
A GUIDE

December, 1978

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INTRODUCTION

Evaluation of the individualized education program (IEP) is required by Public Law 94-142. The legislation does not give any guidance to the local education agencies (LEA) to assist them on how to evaluate an IEP or the student's educational performance. Recognizing that these evaluations are to occur during the annual review, the purpose of this packet is to assist LEAs in conducting annual reviews with particular attention focused on evaluating child performance and reviewing the IEP.

The packet is divided into three parts; an annual review meeting guide and worksheet, a chairperson's handbook, and a resource/reference manual.

The handbook is designed for the use of the IEP committee chairperson. It provides some general concepts and guidelines intended to assist him/her in conducting the activities of the committee necessary to evaluate an IEP. To keep the handbook as brief and concise as possible, many of the topics presented have not been treated as completely as the reader may like. Recognizing that more information may be desired, the resource/reference manual has been included. This manual provides sources which expand on the topics presented in the handbook. In addition to the chairperson's handbook and the resource/reference manual, a guide for all IEP committee members have been provided. This guide briefly describes the IEP review process and provides a step-by-step sequence that can be used to conduct the review. This material should

be used as the worksheet of the committee and is supplemented by the chairperson's handbook.

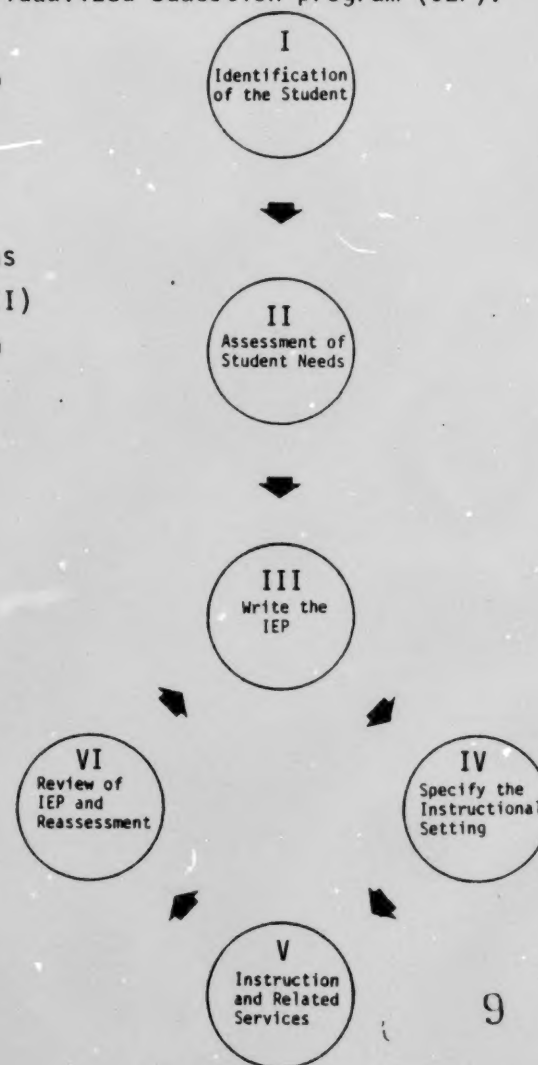
We hope this material will provide guidance in evaluating child performance and reviewing the IEP. The ultimate goal is to provide the best educational programs possible. In achieving this, everyone benefits along with the students.

GUIDE TO THE ANNUAL REVIEW MEETING

An annual review is a meeting of a group of people for the purpose of studying a student's educational progress and making recommendations for next year's individualized education program (IEP). This group should include, at a minimum, the student's parents, the student's teachers, and a school administrator. The student may also be included.

A simple, but more specific, way to think of the annual review is as part of a cycle...

Usually, the cycle begins with the identification of a student as "potentially" handicapped (STEP I). Following this, the next step (II) is started in which the problems the student is having are studied in depth. When a thorough understanding is reached, planning begins (STEP III). In this step, an individualized education program (IEP) is developed. After the IEP is completed, a decision is made specifying the instructional setting that would be most appropriate (STEP IV). Then, actual instruction begins (STEP V), and related services are provided, as specified in the IEP. Finally, and at least once a year, a meeting is held to review the student's progress and to make recommendations for the next year. This is STEP VI, which is really very much like STEP II. Similar information is discussed in both steps, but in STEP VI the student has already been in a special program and new information is available describing how well the program is meeting the student's needs. Also, it is a time to consider if the special program is still necessary.



ANNUAL REVIEW WORKSHEET

Date of
Meeting _____

I. PURPOSE: The reason for today's meeting is to carefully study _____ student's name
progress and to make recommendations for next year's
educational plan. This worksheet is presented as a guide to help committee members conduct the review.

II. STUDENT DATA: Date of Birth _____ Age _____ Grade _____ School _____
Special Education Setting _____
Support Services Received _____

III. ANNUAL REVIEW COMMITTEE MEMBERS:

Name _____ Role _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

* If answer to A is "yes",
move straight to D,
skipping B and C.

IV. SUMMARY OF ANNUAL REVIEW MEETING:

A. _____ Reviewed Goals and Objectives

_____ Examined recent information on the student's progress.

_____ Decided if progress was as expected

* yes no ► B. _____ checked the accuracy of the recent evaluation

_____ checked to see if all specified services
were received_____ checked to assure that adequate resources
were available

_____ checked to see if IEP was appropriate

_____ checked original diagnostic data for
possible inaccuracies

C. _____ defined the problem(s)

_____ identified the effects this will have on
next year's program

_____ thought of ways to reduce these effects

D. _____ Listed what should be taught next year

_____ Decided which were the most important

_____ Summarized the recommendations for next year

A. STOP!!

Find out if the program has achieved the goals for which it was designed.

1. Review the goals and objectives in the student's educational plan.

NOTES

OBJECTIVES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

EVALUATION RESULTS

-5-

2. Examine the student's most recent test scores and any other available information on the student's progress.

NOTES

3. Decide as a group what progress has been made.

NOTES

ANY QUESTIONS?



YOU MAY GO ON...

B. STOP!!



If progress in any area was less than expected, the following questions should be answered.

1. Is there any reason to suspect that the measurement of the student's progress was inaccurate?

2. Is there any reason to suspect that the student didn't receive services he/she needed?

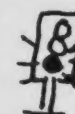
3. Did the people working with the student have adequate time, materials, training, communication or other resources needed to carry out the plan?

4. Does the plan itself still seem appropriate and sound?

5. Do you have a complete and accurate understanding of the student's learning needs?

NOTES

ANY QUESTIONS?



YOU MAY GO ON...

C. STOP!!



If the answer to any of the questions in "B" is No, do the following: (If all are Yes, go to step "D".)



1. Explore the question in more detail to define the problem.

NOTES _____



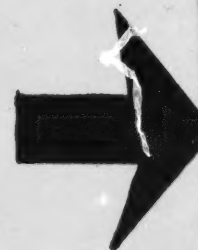
2. Identify what effects these problems will have on next year's progress.

NOTES _____



3. Think of ways to avoid or reduce the problems next year.

NOTES _____



PROCEED

D. STOP!!



Considering all the information available, determine what the student should be taught next year.

1. Develop a list of the major items which should be taught in the program.

NOTES _____



2. Decide which items are most important or should be taught first.

NOTES _____



3. Combine this list with ways of avoiding problems identified in C.3 above (if applicable).

NOTES _____

At this point you have reviewed the IEP. Based on your conclusions, the IEP should be revised to fit the student's needs.

ANY QUESTIONS???

ANNUAL PROGRAM REVIEW:
CHAIRPERSON'S HANDBOOK

The following pages elaborate on the Annual Program Review. The information presented includes a background on the planning-evaluation process, ideas for pre-meeting activities, a step by step analysis of the meeting itself, and ideas for follow-up and evaluation of the entire process. This information is organized primarily for the committee chairperson, but its contents should be available to all committee members. As such, this handbook will hopefully serve as a resource to productive and efficient annual review meetings.

Chapter 3, Conducting an Annual Review, requires special attention. During the meeting, the committee must juggle several concerns while making a judgment on the IEP's effectiveness. Some of these concerns include the validity of information and subsequent conclusions, the fair participation of all the committee members, adherence to local, state, and federal laws, and the dynamics of working with people in a group. Within this chapter is a chart which will remind the chairperson of specific points of concern which should be watched during each individual step of the meeting.

CHAPTER 1

Goals, objectives and performance standards are terms common to most management systems. The corporate executive, building principal, and teacher, all must determine what desired outcomes or performances are important to their organizations, personnel, students, and themselves. As the central management tool for meeting the requirements of P.L. 94-142, the IEP is no exception to the need for specification of what we hope to do. This is accomplished through the use of educational goals and objectives. Establishing desired outcomes not only aids the planning process, but allows evaluation of effectiveness by comparing what we hoped to do with what we actually accomplished. Many popular management and budgeting systems have been based on these concepts. Examples include Management by Objectives (MBO), Zero-Base Budgeting (ZBB), and Planning Performance Budgeting System (PPBS).¹ Since goals, objectives and performance standards play such an important role in a good management system, and therefore a good IEP, this section of the handbook will focus on some basic requirements of writing and using goals and objectives.

A goal is a statement describing a broad or abstract intent, state or condition. It should say something about the intended outcome rather than the means for reaching it. In the IEP, goals are the reasons for instruction. Goals differ from objectives in that objectives are substeps which must be accomplished to reach the goal. Another way

¹ Lee, Robert D. and Johnson, Ronald N., Public Budgeting Systems. Baltimore: University Park Press. 1977. pp. 79-108.

of looking at objectives is to consider them as performances that are the meaning of the goal. While the goals are the reasons for instruction, the objectives are the outcomes of instruction. Although goals are more general, it is important that they are clear. If the formal goals are ambiguous, then objectives will be imprecise or non-existent since the objectives are derived from the goal.

Examples of goals:

1. Child will be toilet trained.
2. Child will use spontaneous speech.
3. Child will play cooperatively with one or two children.

In the IEP process, writing the goals and objectives is a team effort. The goals should be tied to performance and are considered general statements of where the team or committee expects the student to be in a year. Since the goal is a more general statement than the objectives which define it, the committee can usually agree to the goal more easily than the objectives.

After completing the goal statement, it is necessary to construct manageable objectives which, if achieved, will enable the goal to be successfully met. Objectives should include measurable criterion for success, be easily understood, be easy to write and should indicate a projected change. The purpose is to write objectives that communicate what must be done or performed and can be used as a standard for evaluation of the child's performance in the annual review as well as provide on-going feedback. The objective can also specify the conditions under which the outcome will occur. This can include anything required to elicit the anticipated result.²

² See Resource/Reference Manual, page 41, for more information on objectives.

Examples of an Objective

Objectives for goal - Child will be toilet trained.

1. Child will use toilet when clothes are removed and s/he is placed on it.
2. Child will remove clothes and get on toilet when taken to toilet.
3. Child will use toilet independently 100% of time.

The development of goals and objectives is a waste of time if the IEP committee is not interested in assessing student progress. Through evaluation and review we can determine the appropriateness of the objectives and the effectiveness of the IEP in general. The evaluation of the IEP is primarily for the benefit of the student, and secondarily for the managers of the IEP process. Without evaluation and review, the IEP becomes a meaningless exercise, and not a tool for providing an appropriate educational plan. For this reason, the evaluation of objectives is equal in importance to the development of the objectives.

There are many models for evaluating performance; however, they contain the same basic concepts. First, the program goals and objectives must be understood completely. The IEP committee must be thoroughly familiar with the IEP being reviewed. This includes the circumstances necessitating the special education services, the critical levels of performance, goals and timelines of objectives, and the methodology to be used.

Secondly, data must be collected which enables the evaluators or reviewers to determine success or lack of success in meeting the objectives.

If an objective is properly designed, the criteria will specify the kind of data necessary to measure the outcome. Collection of evaluation data may range from observation of the number of times a specific behavior occurs in a given time period to the administration of a criterion-referenced test on specified subject matter.³ The data may vary greatly from one objective to another. When they are an aid to communication or decision-making, visual displays of the data in charts and logs should be used to aid in showing progress and in interpretation of the data. Information examples of performance/progress charting are provided in the resource manual.⁴

After collection of the data, the third step is analysis. Basically, this means comparison of collected data to the predetermined criteria written in each objective. Based upon the comparison, the information must be interpreted and decisions made regarding the appropriateness of each objective and the effectiveness of the IEP in general.⁵ The results of information analysis may be numbers, descriptions, explanations, justification of events, and statistical statements. Interpretation means translating all these into meaningful terms that tell us how effective the IEP was in meeting the needs of the student. This process should provide suggestions for ways to improve the IEP as it

³ See Resource/Reference Manual, page 43, for more information on selecting evaluation procedures.

⁴ Ibid., page 50, for information on performance and progress charting.

⁵ Ibid., page 52, for examples of evaluation questions.

progresses through the year as well as provide a basis for writing next year's IEP.⁶

As mentioned earlier, visual displays are useful in this activity. They help to summarize the information clearly and concisely. Often, the student's progress in a specific area is clearly evident and can be more easily compared to progress in other areas. As a tool for analysis, they can be valuable to the IEP committee members.

Finally, the evaluation and review should result in change. New goals and objectives should be formulated and designed to the student's needs. The data analysis and interpretation will point up discrepancies between actual performance and desired performance, new ways of implementing objectives, better methods of data collection, etc. This knowledge should be used to improve the IEP and to insure the student of an appropriate, individualized education which continues to meet his/her changing needs.

The IEP is a continuous process. The program is reviewed and evaluated at the end of each year and during the year for the purpose of revision and redevelopment. Evaluation is a means to structure our thoughts and assure an appropriate IEP.

⁶ Deno, Stanley L. and Mirkin, Phyllis K., Data-Based Program Modification: A Manual, CEC, 1977.

CHAPTER 2

PREPARING FOR AN ANNUAL REVIEW

Getting everyone ready for the annual review involves two types of preparation: student/program monitoring and pre-meeting arrangements. The following are ideas about specific work that needs to be done in each.

Monitoring

Monitoring information serves two basic functions. First, it tells us how the student and program are doing on a periodic schedule and warns us of potential problems before they become unmanageable. Monitoring information thereby allows us to make adjustments in the student's program to accommodate unforeseen problems. Second, monitoring data gives us a record of how the program progressed during the year. Some student and program problems are difficult to recognize on a short term basis, but their pattern is quickly recognized when looking at the entire year. This type of information is particularly useful, if at the end of the year the committee decides that the student's progress was insufficient and wants to examine the IEP services which were provided.

Collecting monitoring information can be done in any number of different ways. Someone on the IEP committee should be designated to develop a specific monitoring system for the student's program and to carry out the monitoring. It is important that the method and timing for collecting this information be planned early and shared with all personnel involved.

The following is a form which the reader may find helpful for organizing monitoring activities.

IEP MONITORING FORM

This form provides a way to collect and summarize information on the student's progress at periodic points during the school year.

Student Carolyn Cutie

Program Monitor Mr. Masterson

Objective	Teacher	Date Objective Initiated	Attendance				Progress				Date Objective Completed	Comments
			Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄		
EXAMPLE: Will recognize the letters of the alphabet and identify them by name with 90% accuracy. -16-	Wilson	10/1/78	+	+	-		A	O	B		2/1/78 Teacher needs more ideas on how to present the lessons to Carolyn - perhaps a visit from the curriculum consultant 3/1/79 Curriculum consultant advises that a more consistent approach to reading be used with some 1:1 instruction each week.	
* Legend Q ₁ - first quarter + = acceptable A = ahead of schedule Q ₂ - second quarter - = unacceptable B = behind schedule Q ₃ - third quarter O = on schedule Q ₄ - fourth quarter												

Student _____

Program Monitor

[illegible]

You may note that the form is organized to collect data once every three months or quarter. Progress would simply be recorded as ahead of schedule, on schedule, or behind schedule. Since the form is only used to spot problems, additional information isn't necessary. However, individual teachers and support staff will find it necessary to keep more detailed records of student progress and lessons taught, in order to analyze classroom performance and make program adjustments.

Aside from monitoring, this activity offers two other benefits. The record of services provided serves as documentation that the IEP was followed and copies of the form can be shared with staff and parents to facilitate communication. The second of these is particularly important, since the effectiveness of the IEP is often dependent on the well coordinated and timely efforts of several staff persons.

Preparing for the Meeting

I. Committee Membership

The annual review committee is the same as the IEP and/or placement team. By law, it must include:

- a. A representative of the public school agency, other than the student's teacher, who is qualified to provide or supervise the the provision of, special education
- b. The student's teacher
- c. One or both of the student's parents
- d. The student where appropriate
- e. Other individuals at the discretion of the parent or agency

II. Pre-Meeting Communication

In order to arrange for the actual meeting a number of details and expectations need to be communicated to the committee members. The following is a task analysis of the pre-meeting communication.

- A. Make initial contact with all committee members to:
 - 1. Establish the need and purpose of the meeting.
 - 2. Establish the date of the meeting.
- B. Make arrangements for a place to meet.
- C. Make follow-up contact with all team members to:
 - 1. Share most recent monitoring data.
 - 2. Inform the members of the location of the meeting.
 - 3. Establish expectations of what each members will need to bring.
 - a. Report of the student's progress on objectives to which they were assigned.
 - b. Data documenting the student's progress.
 - c. Establish a date (a couple days prior to the meeting) when the reports will be submitted to the committee chairperson.
- D. Make copies of, or gather, all necessary materials.
 - 1. IEP
 - 2. Progress data and documentation.

End of Year Testing

As the committee chairperson you can help avoid problems during the meeting by checking with members prior to the final progress testing and assist them in the development of their tests. Three factors need to be taken into consideration during the development of the test. First, the information from the test should be easy to compare

with the information available at the beginning of the year. This will assure that student progress will be easily recognized. Second, the testing procedure is free of cultural or ethnic bias. Third, the parents must be aware that these tests are being administered. Even though signed consent was obtained early in the year, it is a good strategy to keep them informed to avoid possible misunderstanding. If evaluations need to be performed that were not authorized at the beginning of the year, formal parent permission will need to be obtained again.

CHAPTER 3

CONDUCTING AN ANNUAL REVIEW

Purpose The annual review serves several purposes. It facilitates communication between parents and schools. It also offers an opportunity for teachers and school administrators to identify program problems. However, the primary purpose of the annual review focuses on the IEP. Briefly, it is to evaluate the IEP's effectiveness and make long range decisions for next year's IEP.

This chapter contains information on how to conduct the annual review meeting. The first few pages provide some general guides for committee membership, procedural safeguards, and management of small group meetings. The majority of the chapter is composed of a process chart which will aid the committee to follow the steps outlined in the Annual Review Worksheet. The "Activity" and "Intended Results" columns should combine to give the reader a notion of what productivity to expect from the committee. The "Activity" and "Procedural Safeguards" columns should combine to provide a guide for a logical and legal sequence of activities. The columns titled, "Roles - Responsibilities" and "Comments", should provide assistance in working as a team.

Annual Review Committee Members

The committee members are the same as those of the IEP or placement team. The roles and responsibilities of each member are, with the exception of the chairperson, very similar. The primary role of each

member is to be a part of a team. As such, each member's responsibilities include sharing information, listening to others, generating ideas for the committee's consideration, analyzing data and ideas, and participating in the making of decisions. In the process chart in this chapter (page 24), one column is titled, "Roles - Responsibilities." This column will contain information on either primary or special roles and responsibilities that the committee members will need to fulfill in order to complete the task.

The chairperson will have the additional responsibility of managing the meeting. To some extent the entire committee shares this responsibility, but the chairperson will be the one who is expected to take the initiative, when necessary, do the pre-and-post test coordination, keep the committee on task, and in general, facilitate the group's productivity.

Because of the variations in backgrounds and because of traditional perceptions attached to them, some individuals may tend to restrict their involvement on the committee. The committee will face the challenge of developing a setting in which each member is considered an equal part of a team and that the variety in backgrounds and skills simply represent resources available to the team.

Procedural Safeguards

Another component of the process chart is the column titled, "Procedural Safeguards." This column contains statements of legal obligations which must be considered during the task. These safeguards generally fall into four areas: due process procedures, non-biased

assessment, confidentiality, and least restrictive environment. The chairperson for the committee should be quite familiar with these provisions.

Managing a Small Group Meeting

This area is primarily the concern of the committee chairperson. Management of a small group meeting includes planning and follow-up activity; however, most of the necessary pre-and post meeting work is covered in other chapters so this section will focus on the meeting itself. To cover the topic comprehensively though would require a book and not just the few paragraphs that follow. The reader should, therefore, approach the following as only "food for thought," and if you would like a more comprehensive presentation, locate some of the references in the resource/reference book.

The chairperson of the meeting is a facilitator for the committee and is, therefore, responsible for a minimum of at least three aspects of the group's work. These are: 1) the committee's productivity, 2) the committee's adherence to a logical and legal sequence of evaluative activities, and 3) the ability of the committee to work as a team. Orienting committee members to these three areas at the initial meeting will aid the group's functioning. The chairperson will of necessity need to be knowledgeable enough to recognize a problem in any of the areas and to implement effective strategies to remedy the problem.

TASK: Find out if the student learned everything that was projected to be learned.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
1. Review the goals and objectives in the student's IEP. a. Distribute copies of the student's IEP. b. Briefly discuss the goals and objectives. -24- 26	Each member of the committee will recall the original objectives and share the same understanding about their meaning.	1. Committee chairperson should have prepared and distributed the IEPs and should lead the discussion. 2. All members should read the objectives and check their meaning against statements made by other committee members.	1. It is wise to remind all of the committee members as the meeting begins that the information discussed and decisions made are confidential, will become part of the student's records and should not be discussed with person's outside the membership of this committee.	1. In all likelihood this will be an easy initial task and everyone will share the same understanding of the IEP objectives. In the event that interpretations of the objectives vary markedly, the student's educational needs establish what the objective should have been. The evaluation should proceed from the newly established understanding. A problem of this sort is a likely indicator of communication problems among the committee members. The chairperson should frequently attempt to paraphrase comments made by members and attempt to draw out persons who tend to remain silent. 37

TASK: Find out if the student learned everything that was projected to be learned.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
2. Examine the student's most recent test scores and any other available information on the student's progress. a. Decide which objective to review first. b. Each person who has information relevant to the student's progress on the <u>selected</u> objective should report. c. Decide if the progress of the student was within the limits set by the objective.* d. Repeat a, b, and c for each objective in the IEP.	At the end of this activity each member should be fully aware of all information on the student's progress within the IEP. They also will have an initial idea about the acceptability of that progress.	Committee chairperson's role is primarily to lead the group through the discussion and keep the group on task. Committee members are primarily involved in information-giving at this time. However, at the end of the discussion of each objective it is necessary for all members to come together and decide whether the progress of the student is acceptable.	1. Each member on the committee should be able to give evidence that the method used to test the student's progress was free of cultural and ethnic bias. 2. Before testing was done, the parents should have been informed and have given their consent. Evidence of consent should be entered in the student's folder.	1. The committee chairperson should pay particular attention to information being shared. It is likely that some of it will be inappropriate, in which case the presentation should be interrupted (as tactfully as possible) and the presenter asked to give only appropriate information. Appropriate is defined as: a. Relevant - speaks directly to the objective being considered. b. Valid - the presenter can give evidence that the information is accurate and not likely to be the result of other, uncontrolled factors.

(continued next page)

TASK: Find out if the student learned everything that was projected to be learned.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
-26- 40				c. Factual - the information is free of opinions and conclusions. The committee needs facts, and only facts. 2. The parents may have a considerable amount of vaulable information to offer, too, but it is not as likely to be the result of sophisticated testing. The chair-person should help them, if necessary, to express factual observations they have made that are relevant to the objectives. 3. Observational data can be factual and given by any member of the committee. Care must be taken that subjective feelings about the behavior are not reported.

TASK: Find out if the student learned everything that was projected to be learned.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
3. Decide, as a group, whether the <u>overall</u> progress of the student was within the limits set by the IEP. a. Review the educational needs identified in the student's IEP and any information on the priority of each need. b. Compare the student's progress on individual objectives with the educational needs and priorities. c. Decide if the student's progress is within limits set by the IEP. -27-	The committee should arrive at consensus on whether the student's progress, as originally projected in the IEP, is acceptable.	This particular activity is focused on decision making and frequent paraphrasing or perception checks to assure that communication is clear. Committee members will be involved in judging the information presented and coming to agreement with the other members. Therefore, the committee chairperson will need to be more involved in trying to help the committee reach a decision. This will involve leading the group through a clear set of procedures designed to produce a decision.		1. If the student has not been a part of the committee, it may be worthwhile considering his/her involvement at this time. 2. When people begin to express opinions and judgments, communication often becomes more difficult. This is due to everyone's personal involvement in the student's progress and a human tendency to generalize the student's progress, or lack of it, to ourselves. If the members practice sound communication techniques, misunderstandings and difficult feelings will be easier to cope with.

TASK: If progress in any area was less than expected, conduct a review of the services provided.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
1. Examine the methods used to measure the student's progress to assure that they were accurate. a. Check to assure that "tests" were given and scored by someone qualified to perform such work. b. Check to assure that the conditions under which the measurement was done were appropriate (e.g. the student was healthy, not over-medicated, free of undesired distractions). c. Check to assure that the individual tests and other measurements are valid means for measuring the objectives.	The committee can rule out "inaccurate information" as the reason for the student's apparent lack of progress.	1. The committee chairperson should initiate questioning of each piece of information. 2. The committee members' primary function is to report on how information was collected. They may also pursue questioning of information.		The purpose of these and other activities within the task is not to pinpoint blame on a person. The committee chairperson should take care that the questioning and comments remain in a problem-solving context. The purpose is to eventually determine how the educational services can be altered to meet the student's needs. Problems with personnel are the responsibility of the school administration and should be referred to them.

TASK: If progress in any area was less than expected, conduct a review of the services provided.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
2. Examine the records of the specific services the student received. a. Check to assure that the student received all of the services called for in the IEP. -29- b. Check to assure that the delivery of the services was at the designated time and for the intended duration. c. Check to assure that the student's program was coordinated so that the individual services didn't interfere with one another or the student's regular program.	The committee can rule out "lack of services" as the apparent cause for the student's lack of progress.	The committee chairperson should ask the school's representative for a report on this area. The school's representative is responsible for monitoring the services to each student and reporting on such to the committee. Other committee members may be called upon for further comment or information and may ask questions as they desire.		It is very likely that the services provided will not be exactly as projected in the IEP. In fact, unforeseeable events will necessitate some deviations from the IEP. The committee's responsibility is to identify significant deviations that could account for the lack of progress.

(continued next page)

TASK: If progress in any area was less than expected, conduct a review of the services provided.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
d. Decide if any of the revealed discrepancies is significant to account for the apparent lack of progress. -30- 48				

TASK: If progress in any area was less than expected, conduct a review of the services provided.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
3. Determine if the persons working with the student had adequate time, materials, training and communication needed to carry out the plan. -31- a. Ask each committee member to report any difficulties they had or observed in any of the above areas. b. Discuss the individual incidents. c. Decide whether the incident(s) could have enough effect to account for the lack of progress. 50	The committee will identify any problems in acquiring adequate resources with which to implement services.	The committee chairperson should ask questions necessary to draw out and explore any problems that occurred in this area. The committee members' responsibility is primarily to give information pertaining to problems they experienced. In cases where a member represents others who have also been involved in the provision of the student's education (e.g. a secondary teacher representing several other teachers who also taught the student), they will be responsible for reporting similar information from the teachers he/she represents.		This is another step in which the committee can easily place "blame" for the failure of the student's program on a person. If such begins to occur, direct the committee to focus on the student's program, not on individuals involved in it. 51

TASK: If the progress in any area was less than expected, conduct a review of the services provided.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
4. Determine if the written IEP reflects the student's educational needs. a. Check the goals and objectives to assure that they adequately encompass and are consistent with all of the student's needs b. Check the educational services prescribed to assure that they can feasibly accomplish the goals and objectives. c. Check the educational methods and materials to assure that they are consistent with the goals and (continued next page)	The committee will be able to identify inadequacies in the IEP which would account for at least part of the student's lack of progress.	The committee chairperson is the leader for this discussion. His role is to promote questioning and critical examination of the IEP. The committee members are "information seekers". Their job is to study each part of the IEP and reveal any possible faults in its construction.	1. While studying the IEP, the committee members should include in their analysis if the "placement" of the student is in the least restrictive setting that can also provide the services h/she needs. 2. The committee should also look for evidence that the parents agreed to this placement.	With all the recent information available on IEPs, this activity could easily get off-track and lead to discussions of what should or shouldn't be an IEP. The central points to continually stress are: 1. Is this plan consistent with the educational needs of the student? Teachers? 2. Is the plan understood easily and in the same way by everyone, especially the parents? 3. Is there enough information for each person to know what he/she is supposed to do and when?

TASK: If the progress in any area was less than expected, conduct a review of the services provided.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
objectives, services to be provided, and the student's learning style. d. Check the IEP to assure that adequate information is given to direct the timing and responsibility for the provision of each part of the student's educational program. e. Check the IEP to assure that adequate information is given to direct the evaluation of each objective and/or goal. f. Check to assure that the entire IEP is completely understood by each person involved with the student.				

TASK: If the progress in any area was less than expected, conduct a review of the services provided.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
5. Determine if the most recent diagnostic/assessment data is a complete and accurate description of the student's learning needs. a. Check the reliability and validity of the assessment. b. Check to see if the assessment results agree with the student's classroom performance. c. Check to see if the assessment adequately responds to the initial referral questions.	The committee will become satisfied that the diagnostic/assessment data contains all the information necessary and that the information is accurate.	1. The committee chairperson should have copies of the diagnostic/assessment data available for the committee's review. 2. The chairperson should have the necessary persons or information available which can attest to the validity and reliability of test results. 3. Each committee member should review the data and ask the questions necessary to assure themselves that the data is accurate. 4. The referring teacher (or other referral) source should compare the assessment results with the initial referral question and submit to the committee his/her level of satisfaction with the results.	1. Any diagnostic finding must be verified by a multiple of assessment devices or procedures. 2. All assessment procedures must be free of cultural and ethnic bias. 3. Testing must have been preceded by permission from the parents to conduct it. 4. All information within the student's file must be accessible to the parents. This includes any and all diagnostic findings.	

-34-

TASK: If the results of the inquiries in the previous task indicate a problem, investigate the problem more fully, and plan remedial action. If the problem is not apparent and student progress remains unacceptable, seek further professional assistance.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
1. Define the problem in more detail. a. Identify the specific educational process(es) that have broken down. b. Identify who is(are) the person(s) primarily affected by the breakdown (other than the student). c. Identify the cause of the problem. d. Establish a goal for the elimination of the problem.	The committee will understand how the educational process broke down and establish a goal for eliminating or working around the breakdown.	1. The committee chairperson should be well versed in group problem-solving procedures. S/he will need this knowledge to facilitate the group's investigation. 2. More than ever, committee members must strive to work as a cohesive group.		1. It is necessary that members do not attempt to lay blame on a person(s). The focus should be maintained on the educational process. 2. Parents sometimes expect professionals to be flawless. In such situations it may be necessary to establish that professionals do disagree, do make errors, and that many variables affect student learning. Further, a more constructive expectation is to deal with these disagreements and errors openly and as objectively as possible.

TASK: If the results of the inquiries in the previous task indicate a problem, investigate the problem more fully, and plan remedial action. If the problem is not apparent and student progress remains unacceptable, seek further professional assistance.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
2. Develop strategies to avoid or reduce the problems next year. a. Establish if the problem is situational and will not be a factor next year. -36- b. Brainstorm strategies and resources which might be applied to problem(s) which are likely to remain. c. Analyze the strategies and resources for their feasibility. d. Identify any significant effect(s) that specific strategies will have on next year's program. 60	The committee will have specific workable ideas to give to the next year's IEP team on how to avoid the same problems next year.	1. The chairperson will need to continue in his/her role as a facilitator of the group. 2. Individual members will need to continue their effort to remain a cohesive group.		1. Do not try to do "b" and "c" at the same time. Productive brainstorming relies on the fact that members feel their contribution will not be rejected. After all the ideas in "b" are collected, treat them as group property and play down any individual ownership (e.g. "I don't like Sam's idea."). 61

TASK: Considering all the information and decisions made so far,
determine what the student should be taught next year.

ACTIVITY	INTENDED RESULT	ROLES	PROCEDURAL SAFEGUARDS	COMMENTS
1. Develop a list of the major things the student still needs to learn. 2. Decide which items are most important or should be taught first. 3. Combine this list of priority student needs with the information developed earlier in the meeting and submit it to the school administration. -37-	The committee will have a list of items which the student could be taught in the next school year.	1. The committee chairperson should be well versed on techniques for facilitating group decision-making and planning. It is also the chairperson's responsibility for Activity 3 to verbally summarize the committee's findings and initiate a report detailing these. 2. All committee members will need to work within the group to arrive at acceptable group decisions. 3. The parents are the key persons in the long range planning. It is their responsibility to inform the committee of previous planning and to follow-up on future planning needs.		1. The activities of the committee will change in this task from an analytical, problem-solving nature to one that is more involved in making decisions and planning. This change will affect the participation of specific members, particularly parents. The chairperson should be alert to the group's success at these new tasks and provide suggestions, as needed.

CHAPTER 4

FOLLOWING-UP AND EVALUATING THE ANNUAL REVIEW MEETING

At the close of the meeting, the chairperson should be in possession of two pieces of information. The first is a record of what transpired at the meeting. The second is the decision(s) made by the committee for next year's programming. The record should be summarized; the decision(s) should be written down as clearly as possible. An effort must be made to maintain the specifics of the decision(s).

Copies of both these pieces of information should be sent to all committee members, including parents, within a couple of weeks after the meeting. A letter should accompany the information inviting corrections. The chairperson should make corrections, as necessary, and place the information in the appropriate file(s).

At the beginning of the next school year, the decisions and remarks of the committee will serve as a starting point for the new IEP. Although some additional testing and goal setting may become necessary, the IEP committee should be able to begin from the goals identified in the Annual Review and write specific instructional objectives.

Earlier, the importance of evaluating the IEP was discussed. Another type of evaluation, which will help to develop the most appropriate IEP, is the committee's self-evaluation of its own activities and effectiveness as a functional team. The purpose of the self-evaluation or process assessment should be to increase effectiveness by encouraging meaningful change, growth, and adaptation. Evaluation should not be taken as an opportunity to complain or place blame on

someone for failure. Similarly, it should not be an opportunity to take credit for success. If approached objectively, the assessment can be a learning experience for everyone involved.

As a group, the committee can experience problems common to many task-oriented groups, including disagreements and conflicts in a number of areas. As the committee chairperson, it is important to provide good leadership by responding quickly to situations as they arise to assure the release of primary tension, to provide sufficient structure for the group to achieve its task objective(s), to encourage the non-participant and draw the quiet person into the group, and to work as a facilitator for building team effectiveness.

If the committee is not functioning properly, the chances of developing a good IEP are reduced. How do you know when the group isn't working as it should? First of all, observation of the group and its individuals is a primary tool. Watch for the development of tensions and conflicts. Involve the group in assessing its own performance. Members can present their attitudes orally in a face-to-face evaluation session. As an alternative, questionnaires can be completed by the group members and submitted to the group leader for compilation. This information can be stored by the group and compared to what the process might be under ideal conditions. After comparing actual and ideal, recommendations for increasing the level of effectiveness can be generated.

When evaluating the committee effectiveness, remember that the quality of the IEP or Annual Review is a demonstration of how well the team works together. However, caution should be taken to make certain

that the product is not achieved at the expense of a few group members, particularly the parents.

The benefit of evaluating the annual review meeting is a better IEP. Good group performance is a reward to the committee members, and the IEP should be a reward to the student in the form of better educational services.⁷

⁷ See Resource/Reference Manual (page 53) for more information on evaluating group process.

APPENDIX I
DEVELOPING ACCEPTABLE OBJECTIVES

There is no one answer to, "What is an acceptable objective?" The answers vary from district to district and at times from student to student. The important point is that an objective contain all the essential information needed to identify what the student is to be taught.

The following worksheet is presented as an aid to determine the minimum information needed in the objectives. Usually administrators need information for monitoring. They periodically need to know whether a student's progress is within acceptable limits. Teachers and related staff need information for designing individual lesson plans. Whatever the case, the worksheet provides a list of potential components for an objective and a place for people to check which pieces of information they need. Any component receiving a check immediately enters the "results" column. The collection of components in the result column define what the district or team believes to be an acceptable objective.

COMPONENTS OF OBJECTIVES	NEEDED BY ADMINIS- TRATION	NEEDED BY TEACHERS	NEEDED BY OTHERS	RESULTS
1. Specific behavior, skill, or informa- tion to be taught.				
2. Date(s) indicating when it will be taught.				
3. Criteria for minimum acceptable perform- ance.				
4. Testing procedures that should be used.				
5. Special conditions under which the student should be taught.				
6. Who will teach the objective.				

As pointed out in this worksheet, the evaluation method can be part of the objective. The evaluation procedures are mandated as part of an IEP (P.L. 94-142) and this is a convenient place to insert them.

The following chart provides general assistance in selecting appropriate evaluation procedures.

ALTERNATIVES FOR EVALUATING IEP OBJECTIVES

INSTRUCTIONAL AREA	EVALUATION METHOD					
	Norm Referenced	Formal Criterion Referenced	Individual Pre-Post Test	Objective Listing/Charting	Behavior Charting	Judgement of Rater
Academics (e.g., math, language, reading)	X	X	X	X	X	
Motor-fine and gross (e.g., handwriting, ambulation, ball catching)	X	X	X	X	X	X
Social-Individual and Group (e.g., participation, self abuse, manners)				X	X	X
Self-help (e.g., dressing, eating, toiletry)				X	X	X
Vocational (e.g., career information or skills, job performance)		X	X	X	X	X
Student Skills (e.g., task completion, on time to class, appropriate questions)				X	X	X

In deciding on the evaluation method, the following should be considered:

1. The statement of objectives and evaluation methods should promote an understanding on the part of the student, parents, and school personnel of the significant changes intended by instruction. While it will differ from student to student, in any situation there will be a maximum number of objectives that can be taught and appropriately evaluated at one time.
2. Any evaluation method should assess the specific skills or abilities intended in the objective.
3. Results of the evaluation should be useful to future program direction and planning.
4. Time spent in collecting data should be in proportion to the importance of the objective. Data beyond that which is required to assess performance and provide future direction is unnecessary.
5. The greater the growth expected, or broader the range of skills, the greater the utility of formal norm referenced measures. For example, the gains expected of a very bright physically handicapped student returning to school after being hospitalized, or, an emotionally disturbed student who has school problems under control but still is academically retarded.
6. The smaller the growth expected, or narrower the range of skills, the greater the utility of criterion referenced tests, individually designed pre-post tests, objective charting and behavior charting. Examples could include such things as map skills, dictionary skills, use of shop tools, feeding, toiletry, or ambulation.

7. When ultimate success is to be determined by someone other than the teacher and it is not feasible to have the rater address many discrete behaviors, rater judgement may be a useful method. For example, where the student performs many different tasks on a job and the employer rating the student as an "acceptable employee." Or, at the end of the period the parent judging the speed at which the child gets dressed in the morning as "acceptable." This in no way keeps the teacher from targeting skills and behaviors for instruction, but instead, it places the evaluation responsibility within the realm of the true evaluator.

Some additional ideas to consider when writing goals and objectives are presented in the following pages. This material provides some specific guidance in this area and summarizes the concept succinctly. If further information is desired, please consult the bibliography which appears later in the Resource/Reference Manual.

GOALS AND BEHAVIORAL OBJECTIVES

Once a teacher has gathered information (assessment) about a pupil, this information needs to be organized in such a manner as to show what learning will take place in the future. Such organization is achieved through writing long and short term objectives - statements of pupil performance targets to be achieved over time. The importance of writing objectives cannot be overstated. Well written objectives will provide the teacher, the parents, and other educational personnel with concrete statements of what skills a child should achieve in a specified period of time and, thereby, serve to focus educational attention on the critical areas of instruction.

Reasons for writing objectives. By teaching to a series of objectives, the teacher is aware of what instruction is necessary to accomplish the specific objectives. The teacher is more likely to proceed in a systematic manner to the objectives' completion and less likely to engage in random instruction. With the specific information of what the pupil is to learn, this can be a guide to the teacher on what curriculum development is necessary. Will new materials have to be made or purchased? Or will the materials on hand help the pupil accomplish the objective?

By writing specific objectives the teacher can tell if the pupil has accomplished the objective. It is very easy for the teacher to say

"yes" or "no" if the pupil has acquired a certain skill. Also, parents, administrators, and sometimes the pupil know exactly what is expected to complete the objective and can see by the pupil's performance when the objective is completed.

It can be said that there are five basic reasons for writing objectives:

1. To provide a guide for curriculum development or to sequence instruction.
2. To provide a basis for evaluation of pupil progress.
3. To provide the teacher with criteria to determine when an educational target has been achieved and when to focus on new targets.
4. To provide parents, administrators, and sometimes the pupil with information as to what is expected in the educational setting and when it is accomplished.
5. To meet administrative and/or legislative requirements.

Components of behavioral objectives. In order to satisfy the listed reasons for writing objectives, the objectives themselves must contain certain components. These objectives are referred to as behavioral objectives and must contain the following:

1. Who is the learner?
2. What is the observable behavior?
3. Under what conditions will the behavior occur?
4. What is the criterion for success expected of the learner?

When writing behavioral objectives you must make the statement about what a specific learner will be doing rather than the teacher. A behavioral objective is written for a specific child. The behavioral objective should not include activities the teacher uses to change a child's behavior.

A behavioral objective must be written to include an observable behavior rather than vague and unseen improvement. The behavior stated in the objective must be observable, repeatable, and measurable. To

include all three of these criteria, you must be able to see or hear the behavior or a product of the behavior. Use verbs in the statement of the objective that indicate specific observable behavior, such as: "says word," "puts on a shirt," "points to picture," "signs the word 'eat'." Do not use verbs for actions that cannot be directly observed, such as knows, appreciates, feels, recognizes, etc. For a more complete list, see Table 1.

The behavioral objective statement must also include the conditions under which the learner's behavior will be demonstrated and measured. The conditions should be same from day to day, making it possible to determine if progress is being made and if the reason for that progress is due to the specific conditions that have been established and maintained.

Examples of stated conditions:

- when wearing a pair of pants pulled up just to the knees.
- when given the pullover sweater...
- when the sign for "drink" is given...

The criteria for success must also be written in the behavioral objective. The criteria states exactly what level of performance is to be expected of the learner. Meeting the criteria signals the teacher that it is time to move to the next learning objective in the instructional sequence. The teacher, in establishing a certain criteria for a child, must be sure that the child can attain that standard. The criteria must be reasonable for the child. The objective must not be written in such a way that the child physically or developmentally cannot demonstrate successful completion of an objective.

Examples of criteria for success:

- 50 correct responses in a minute for three consecutive days
- Complete all steps in handwashing independently for five consecutive days...

Label all ten objects within 30 seconds for two consecutive days.

Behavioral objectives must then have four components: (1) learner, (2) observable behavior, (3) condition, and (4) criteria. It is much easier to write these objectives when a standard form is followed. The standard form recommended is stating the components in the following order: condition, learner, observable behavior, and criteria.

Examples of behavioral objectives:

When given a slip-on sweater, / Tom / will put the sweater on / completely with no assistance.

When given a list of ten functional words, / Sally / will sign the words / with 100% accuracy and within one minute.

Objectives are sequenced small steps or approximations toward the long range goal.

Action verbs most used for objective writing:

to cover	to draw	to wash	to circle
to mark	to state	to place	to read orally
to underline	to press lever	to remove	to dress
to repeat orally	to point to	to name	to brush
to write	to walk	to draw lines	to label
to fill in	to say	to cross out	

Verbs that are to be avoided:

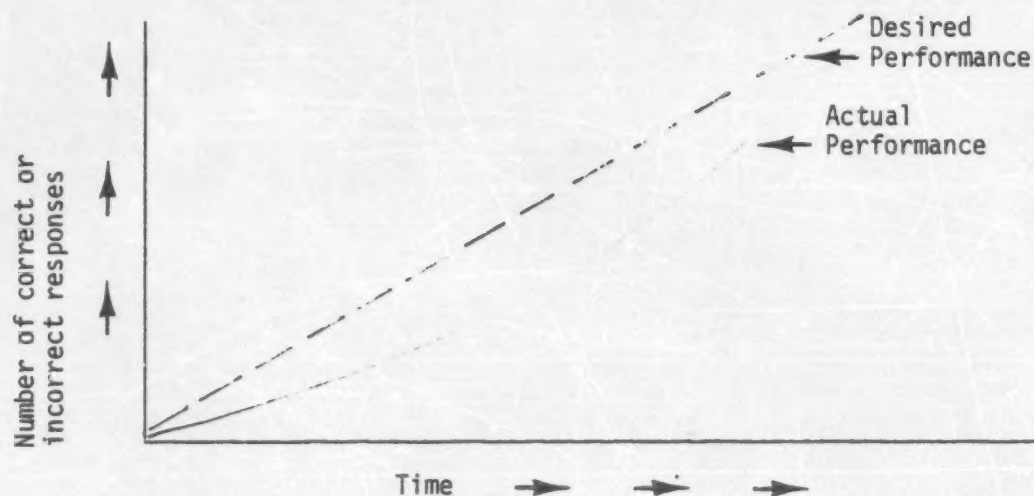
to conclude	to deduce	to infer	to realize fully
to apply	to perceive	to generate	to discriminate
to feel	to know	to solve	to appreciate
to think	to discover	to recognize	to like
to learn	to understand	to concentrate	to wonder

APPENDIX II

PERFORMANCE AND PROGRESS CHARTING

The following information provides examples of performance and progress charting. These techniques may be a useful tool for the IEP committee in summarizing and analyzing student performance and progress.

Performance Charting

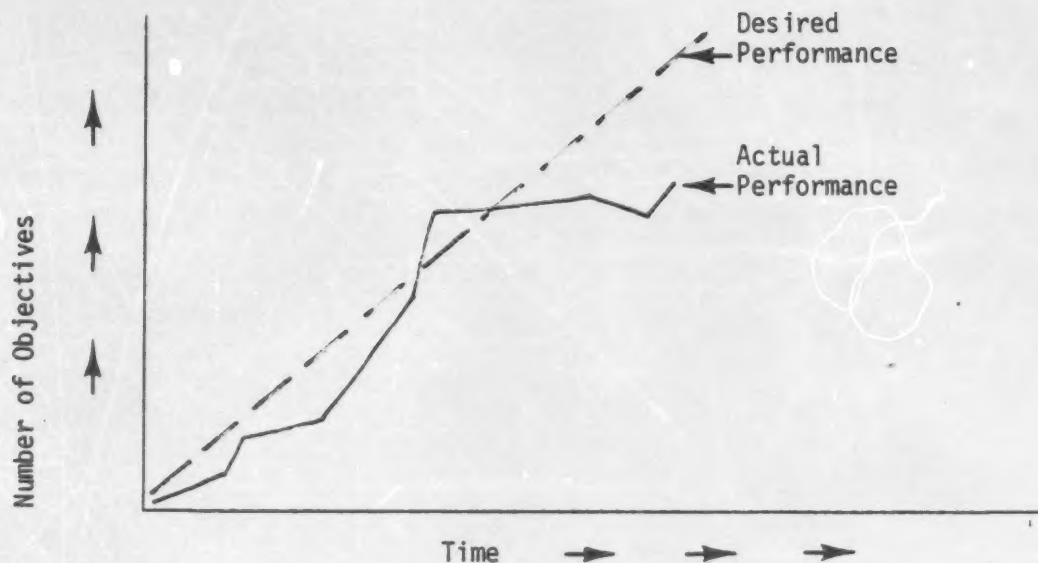


Performance charts display the child's level of performance on a single objective or goal. Again the horizontal represents units of time. The vertical line represents the number of correct or incorrect responses. Analysis of the graph is similar to progress charts.

It is not uncommon to find on this type of graph that the actual learning is represented by a curve. When this occurs, it may be helpful to use semi-logarithmic graph paper to make the display easier to understand.²

² Pennypacker, H.S., Koenig, C. H., and Lindsley, O. R. Handbook of the Standard Behavior Chart. Kansas City: Precision Media. 1972.

Progress Charting



Progress charts display the child's progress teaching toward a goal on a set of sequential objectives. The horizontal line indicates units of time which may be divided into days, weeks, months, etc. The vertical line indicates the number of objectives completed.

In order to facilitate communication, the desired progress as planned in the IEP is plotted immediately. Each time the child achieves an objective, it is also plotted. The reader is then easily able to judge whether the child's progress is within acceptable limits or not.

As an aid, a third line is sometimes drawn, indicating the amount of failure the placement team is willing to tolerate. If the child's progress falls below this line, the placement committee is notified immediately and action is taken to alter the child's IEP.

APPENDIX III
IEP REVIEW QUESTIONS

This list of evaluation questions is intended to aid the committee in systematically reviewing the IEP. The questions are sequenced based on the assumption that the IEP committee members are familiar with the student, the IEP and assessment information.

Examples of evaluation questions:

1. Is the evaluation data being collected regularly and in the prescribed manner?
2. Are the evaluation procedures and tests reliable?
3. Are the evaluation procedures and tests valid measures of the IEP objectives?
4. Did the student receive all the services which were planned?
5. Were the services well coordinated, with adequate communication between all parties?
6. Does the student's educational placement offer all the services the child needs?
7. Does the student's educational placement increase the difficulty for the child to learn?
8. Are the facilities, equipment, and materials being used by the child matched to his/her instruction needs?
9. Do the individual lessons being taught appear sound and consistent with the objectives of the IEP?
10. Are the lessons and objectives sequenced in such a way that learning logically stems from one to the next?
11. Are the IEP objectives derived from student's educational needs? And do they cover all the needs identified?
12. Is the original assessment data on the student accurate and complete?

APPENDIX IV
GROUP PROCESS EVALUATION

This section of the Resource/Reference Manual provides some examples of "group process" evaluation forms. They can be used by the group of chairperson to identify "group process" problems, as a reminder to members on effective group behavior, or as an assessment device prior to training of staff on team participation and decision making.

TO ASSIST YOU IN EXAMINING INTERACTION PATTERNS WITHIN YOUR GROUP- - -

Who attended to task roles (functions required in clarifying and carrying out group task)?

- took the initiative, proposed ideas, got you started? _____
- attempted to gather/give information needed to accomplish task? _____
- elaborated on ideas/suggestions of other group members in order to clarify or expand initial inputs? _____
- summarized, restated suggestions after group had discussed them, pulled together related ideas or suggestions? _____

Who attended to group building - maintenance roles (functions required to improve the human quality of the group)?

- encouraged others to share their ideas, praised others and their suggestions, accepted contributions? _____
- tried to make sure that everyone who wanted to contribute was given time to do so? _____

Who attended to task processing roles?

- encouraged group to weigh relative value of conclusions, solutions? _____
- determined sources of difficulty in accomplishing group task and suggested possible means for moving beyond them? _____
- helped us to relax by making us laugh when we needed to? _____

Additional Comments Regarding Interaction Patterns:

Staffing Evaluation Form
(Adapted)

Client's Name _____ Evaluator's Name _____
(optional)
Meeting Date _____

In completing this form, you are asked to rank performance of our group in seven areas. There is space after each category for you to record specific occurrences which led you to rank our performance as you did. What you write may be positive or negative or a mixture of the two. Without your honest feedback, we cannot work together to improve our skills, so please share openly.

RESPONSIBLE PARTICIPATION was lacking. We served our own needs. We watched from outside the group. We were "grinding our own axes" or refusing to share.	1-3 4-6 7-9	RESPONSIBLE PARTICIPATION was present. We were sensitive to the needs of our group. Members participated in efficiently sharing all the information that needed to be shared.
GOAL was vague. The purpose of the group was more or less assumed by group members. I couldn't tell whether we did what we were supposed to because I wasn't sure what our purpose was.	1-3 4-6 7-9	GOAL was clearly understood by all members of the group. We could continuously check our progress because we knew where we were headed.
COMMUNICATION OF IDEAS was poor. We did not listen. We did not check out our interpretations of what we may have heard. Ideas were ignored.	1-3 4-6 7-9	COMMUNICATION OF IDEAS was good. We listened and made sure we understood one another's input. Interpretations and predictions were openly presented and examined.
COMMUNICATION OF FEELINGS was poor. We did not attend to feelings shown by others. We did not attempt to express our own feelings honestly.	1-3 4-6 7-9	COMMUNICATION OF FEELINGS was good. We listened and understood and recognized feelings. We responded to others' feelings honestly and openly shared our own.

LEADERSHIP meant control here. 1-3 4-6 7-9
The group was dominated by
one or more persons. We
needed a facilitator rather
than a controller.

LEADERSHIP responsibilities
were shared among members.
Our facilitator encouraged
assertive participation from
each of us. S/he helped us
to remain on task.

AUTHENTICITY was missing.
We were wearing masks. We
worked harder at "playing
roles" than at being real
people.

1-3 4-6 7-9 AUTHENTICITY was present. We
met and shared as real people.
There was nothing phony about
our interaction.

SILENCES were dead. They
were unproductive periods --
tension-filled, or just empty.

1-3 4-6 7-9 SILENCES were productive.
People were thinking about
what had been said before re-
sponding, or they were giving
others time to formulate a
response.

Any form has its limitations. If you can offer additional feedback that
will help us to work together more effectively, please write your comments
below.

Adapted from several forms included in Dr. Raymond Hock's Human Relations Training, edited by Karen Ford and prepared as a cooperative project between Drake University and the Iowa Department of Public Instruction through support of the U. S. Office of Education.

Form I - Effective Group Member

Directions: Read the questions. Put a check in the appropriate column that shows your reaction at this time. For example, if you think that the majority of the time you had enough opportunity to participate in the group if you desired to do so, put a check in the third column.

	All of the time	All but one or two times	A majority of the time	Slightly less than half of the time	One or two times	None of the time
1. I had enough opportunity to participate in the group if I desired to do so.						
2. I helped the group make decisions openly rather than by default.						
3. I was satisfied with the consideration given to my comments.						
4. I felt that group members checked to be sure they understood the meaning of my comments.						
5. I spoke only for myself and not for others.						
6. I viewed contributions made by individual group members as belonging to the group to be used or not as the group decided.						
7. I tried to find the reason if the group was having trouble getting work done.						

Adapted from Systematic and Objective Analysis of Instruction by James R. Dale and R. Allan Spanjer. Copyright © 1972 by the developer, the Northwest Regional Educational Laboratory. Reprinted by permission of the Laboratory.

	All of the time	All but one or two times	A majority of the time	Slightly less than half of the time	One or two times	None of the time
8. I had feelings of irritation or impatience as a result of what was going on in the group that I did not openly describe.						
9. I felt hurt, embarrassed or put down by someone without letting the other know.						
10. If necessary, I helped bring conflict into the open.						
11. I agreed with or liked something another said or did without letting the other know.						
12. I looked at behavior that hindered the group as a group problem, rather than a "problem member."						
13. I felt the facilitator was helpful.	2					

Form II - The Effective Group Survey

Directions: Read the questions. Put a check in the appropriate column that best shows your reaction to other group members at this time. For example, if you think that a majority of the time, the group members had enough opportunity to participate in the group if they desired to do so, put a check in the third column.

	All of the time	All but one or two times	A majority of the time	Slightly less than half of the time	One or two times	None of the time
1. Had enough opportunity to participate in the group if desired to do so.						
2. Helped group make decisions openly rather than by default.						
3. Considered contributions of all group members.						
4. Checked meaning of contributions made by other group members.						
5. Spoke only for themselves and let others speak for themselves.						
6. Viewed contributions made by individual group members as belonging to the group to be used or not as the group decided.						

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	All of the time	All but one or two times	A majority of the time	Slightly less than half of the time	One or two times	None of the time
7. Tried to find the reason if the group was having trouble getting work done.						
8. Had feelings of irritation or impatience as a result of what was going on in the group that they did not openly describe.						
9. Felt hurt, embarrassed or put down by someone without letting the other know.						
10. If necessary, helped bring conflict into the open.						
11. Agreed with or liked something another said or did without letting the other know.						
12. Looked at behavior which hindered the group as a group problem, rather than a "problem member."						
13. Felt the facilitator was helpful.						

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